

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12NC6

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☒ Choice
(Check all that apply, if any)

Name of Principal: Mrs. Brenda Herman

Official School Name: Whitaker Elementary School

School Mailing Address: 2600 Buena Vista Rd.
Winston-Salem, NC 27104-2106

County: Forsyth State School Code Number*: 340560

Telephone: (336) 703-6740 E-mail: bherman@wsfcs.k12.nc.us

Fax: (336) 727-2303 Web site/URL: http://wsfcs.k12.nc.us/Domain/6027

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Donald Martin Jr. Superintendent e-mail: dlmartin@wsfcs.k12.nc.us

District Name: Winston-Salem/Forsyth District Phone: (336) 727-2816

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Donny Lambeth

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

12NC6

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

12NC6

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 42 Elementary schools (includes K-8)
 (per district designation): 17 Middle/Junior high schools
15 High schools
0 K-12 schools
74 Total schools in district
2. District per-pupil expenditure: 2387

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 5
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total | | | # of Males | # of Females | Grade Total |
|---------------------------|------------|--------------|-------------|--|----|------------|--------------|-------------|
| PreK | 0 | 0 | 0 | | 6 | 0 | 0 | 0 |
| K | 38 | 50 | 88 | | 7 | 0 | 0 | 0 |
| 1 | 48 | 47 | 95 | | 8 | 0 | 0 | 0 |
| 2 | 64 | 48 | 112 | | 9 | 0 | 0 | 0 |
| 3 | 54 | 61 | 115 | | 10 | 0 | 0 | 0 |
| 4 | 42 | 42 | 84 | | 11 | 0 | 0 | 0 |
| 5 | 59 | 51 | 110 | | 12 | 0 | 0 | 0 |
| Total in Applying School: | | | | | | | | 604 |

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
10 % Black or African American
3 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
83 % White
3 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 3%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

| | | |
|-----|---|------|
| (1) | Number of students who transferred to the school after October 1, 2010 until the end of the school year. | 6 |
| (2) | Number of students who transferred from the school after October 1, 2010 until the end of the school year. | 14 |
| (3) | Total of all transferred students [sum of rows (1) and (2)]. | 20 |
| (4) | Total number of students in the school as of October 1, 2010 | 604 |
| (5) | Total transferred students in row (3) divided by total students in row (4). | 0.03 |
| (6) | Amount in row (5) multiplied by 100. | 3 |

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 15%

Total number of students who qualify: 94

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 15%

Total number of students served: 88

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

| | |
|--------------------------------|--|
| <u>2</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>7</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>20</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>59</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

11. Indicate number of full-time and part-time staff members in each of the categories below:

| | Number of Staff | |
|---|------------------|------------------|
| | <u>Full-Time</u> | <u>Part-Time</u> |
| Administrator(s) | <u>2</u> | <u>0</u> |
| Classroom teachers | <u>29</u> | <u>2</u> |
| Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.) | <u>5</u> | <u>9</u> |
| Paraprofessionals | <u>10</u> | <u>1</u> |
| Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.) | <u>4</u> | <u>4</u> |
| Total number | <u>50</u> | <u>16</u> |

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 21:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 97% | 97% | 96% | 96% | 97% |
| High school graduation rate | % | % | % | % | % |

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

| | |
|--|-----------------|
| Graduating class size: | _____ |
| Enrolled in a 4-year college or university | _____ % |
| Enrolled in a community college | _____ % |
| Enrolled in vocational training | _____ % |
| Found employment | _____ % |
| Military service | _____ % |
| Other | _____ % |
| Total | _____ 0% |

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

When visitors first come through the doors of Whitaker Elementary, many are surprised to learn that the school actually has been in existence since 1954. The current building, built 8 years ago to replace the older one, gives the impression of a relatively new school. Visitors quickly learn that looks can be deceiving, and that there's a long history of rich traditions focused on student success and steeped in community and family involvement. Numerous students are their family's third generation to attend Whitaker. It often is said jokingly that "Whitaker is one of the best-kept secrets in our county," because it's nestled in a neighborhood where sidewalks still exist, and students and parents walk or ride their bikes together to school.

In 1995, our district was divided into eight zones. All schools were expected to address and enrich the North Carolina Standard Course of Study (NCSCOS) through their school's theme, which was intended to enrich the curriculum. While many schools chose math, science, performing arts, or world cultures, Whitaker faculty, staff, and community members had a vision and a mission--ensuring that **"Whitaker offers a curriculum that is devoted to mastery of the academic fundamentals necessary for the development of each student's full potential. At Whitaker, we view education as a responsibility shared by the child, the home, the school and the community."** They focused their energies on Whitaker being a School of Excellence --long before North Carolina had designated this label as one of high student achievement. Whitaker students know that the expectation for them is that they autograph their school work with excellence and their absolute best effort. The result is that this spills over into all areas of their life...in the classroom or cafeteria, on the playground, with friends, while doing homework, when visiting other schools, or even when our school is performing at public events.

Staff members attribute much of our students' success to the fact that we truly focus on developing "each student's full potential." We realize high academic achievement does not come easily for all students and that their strengths may lie elsewhere. That's why relationships are formed and experiences are made available, woven throughout the school day and long after the day has ended. There's rarely a day when the halls of Whitaker are empty after the dismissal bell rings. Teachers are tutoring students, conferencing with parents, or meeting with colleagues (grade level, staff, professional learning communities, Student Assistance Team, or School Improvement Team meetings). Students participate in numerous extracurricular activities (Chorus, Science Club, Unicycle and PE Club, Jump Rope Team, Battle of the Books, Drama Club, Student Council, Girls on the Run, Trailblazers). Parent carpools and teachers taking students home make it possible for students whose family cannot provide after school transportation.

Most of Whitaker's 607 Kindergarten-5th Grade students reside within a close proximity to the school. With the district's zone choice policy, students who are considered residential to four other schools also have an opportunity to choose Whitaker. The suburban neighborhood surrounding Whitaker is considered by many to be affluent, yet approximately 15% of our students are considered to be economically disadvantaged. Closing the academic and social gaps remains a constant focus of our staff and parents at large. Finding ways to give back to the community is extremely important to our families. There's rarely a time during the school year when our students and families are not actively involved in some type of community outreach. Many efforts stay "close to home," like the Weekend Backpack Project. Parents come in each Friday morning to load backpacks with food which will go home on Friday afternoon with students needing additional support for the weekend. Attention also is given to children who lack school supplies, back-to-school clothing, shoes, winter coats, money for field trips & the annual Book Fair, as well as gifts for their entire family over the holidays. Our staff and PTA share a vision of closing the gap between students who come to school with all their basic needs met and those who do not. Whatever is needed, there's somebody willing to take care of the need.

At a recent Winston-Salem/Forsyth County School Board of Education meeting, Whitaker was recognized as a North Carolina Honor School of Excellence and for making expected growth for each of the last 15 years. In addition, last year 100% of our students were proficient on the North Carolina End of Grade math test. During the past five years, we have increased our focus and collective energies on dispelling the status quo that had been in place for our students. The result has been a steady upward trend (at both the district and state level) in student achievement and a sense of pride among our stakeholders.

PART IV - INDICATORS OF ACADEMIC SUCCESS

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1. Assessment Results:

A. All third, fourth, and fifth grade students are administered the North Carolina End of Grade tests in math and reading during the final three weeks of each academic year. These assessments were developed by the North Carolina Department of Public Instruction. These assessments are specifically designed to assess the student's mastery of the specific grade level goals and objectives in the North Carolina Standard Course of Study. The North Carolina Standard Course of Study sets forth the minimum skills that students at each grade level should master by the end of each school year.

Both the reading and math end of grade assessments are comprised of multiple choice questions. The reading assessment is composed of both literary and informational reading passages in a variety of genre. Students are expected to read each selection and select the correct response from four possible answers. The math assessment includes both a calculator active and a calculator inactive section.

Students receive a raw score based on the number of questions answered correctly. This raw score is then converted to a scale score. The student's scale score determines the student's level of proficiency on the NC End-of-Grade assessments. Scale scores at each grade level are divided into four Achievement Levels. A student who scores at Achievement Level III is considered as having mastered the assigned grade level Standard Course of Study goals and objectives. Scoring at Achievement Level IV indicates that the student is performing above grade level expectations.

B. The Whitaker Elementary School staff and administration annually review the results of the third, fourth, and fifth grade students on the North Carolina End of Grade math and reading assessments. The review examines both total school results as well as grade level specific results. Information gained from the review guides the staff in planning strategies and interventions to improve our students' performance. During the past five years, Whitaker students have consistently scored well above the average performance level for our school district and the state of North Carolina. Even though our scores have been near or at the top of our district's performance, our staff has a commitment to helping each of our students achieve excellence.

As a total school, Whitaker students have consistently scored at or above a proficient level on both the North Carolina Math and Reading End of Grade Assessments. A review of our total school performance on the NC Math End of Grade assessment for the past five years shows that, except for the 2006-2007 school year, at least 90% of all our third, fourth, and fifth graders demonstrated proficiency (Achievement Levels III or IV). During the 2006-2007 academic year, the overall proficiency was 87%. We are very proud of our growth from the total school's 87% proficiency during the 2006-2007 school year to the 100% proficiency our students demonstrated during the 2010-2011 school year.

A similar trend can be seen in our total school reading proficiency levels. Except for the 2007-2008 school year, our third, fourth, and fifth graders have scored at or above 90% proficiency. Proficiency during the 2007-2008 school year was 89.2%.

The overall performance by our students at each grade level is consistent with our total school performance. Performance data shows that students at each grade level have scored at or above 90% proficiency in both reading and math for the majority of the past five years.

Students at Achievement Level III are considered proficient by the state of North Carolina. Consistent with our expectation of excellence for all of our students, the Whitaker staff strives to move our students to Achievement Level IV. Students performing at this level are considered to have the skills necessary to consistently perform beyond grade level expectations. Instructional practices at Whitaker have provided

more of our students with the skills necessary to achieve at this advanced level. A review of our end of grade data for the past five years shows a significant increase at all grade levels and subjects in the percentage of our students who are able to score at Achievement Level IV. Our data shows the following increases during the past five years in the percentage of students scoring at this advanced level of performance:

Grade 3 Math – 52% to 65%

Grade 3 Reading – 38% to 53%

Grade 4 Math – 68% to 74%

Grade 4 Reading – 92% to 96%

Grade 5 Math – 42% to 79%

Grade 5 Reading – 33% to 46%

As we review our students' EOG scores, we look closely at our AYP subgroups. During the 2010-2011 school year, Whitaker met all 9 of our target goals. Our subgroups were All Students and White. For each of those groups our percent proficient was significantly above the reading and math AYP targets. Although we do not have enough students to be recognized in the other AYP subgroups, the Whitaker staff still reviews the end-of-grade data for those students who would be placed in one of the other designated AYP subgroups. Significant growth in the percentage of students scoring at Achievement Level III (grade level proficiency) has been made by our economically disadvantaged students and our students with disabilities.

The increase of the number of students attaining Achievement Levels III and IV can be attributed to several programs that have been implemented at Whitaker. Students who are having difficulty in math and/or reading have been identified and paired with a parent volunteer tutor. These tutors provide one-on-one tutoring to these students for at least 30 minutes each week. Paraprofessionals and half-time certified teachers assigned to our kindergarten, first and second grade classrooms have been assigned to each of our third, fourth and fifth grade classrooms to provide students with reinforcement. Several community volunteers who are trained in Orton-Gillingham reading strategies are working with individual students. In addition to these opportunities for additional tutoring, our teachers review data from common formative assessments in their weekly PLC meetings to identify specific needs of students and to plan classroom interventions to help these students having difficulty with skills.

2. Using Assessment Results:

During the past five years, the Whitaker staff and administration have initiated and sustained a systematic improvement and ongoing staff development process that has been focused on using assessment results and the analysis of these results to drive all decision making within the school. Whitaker Elementary is rich in data, and our staff recognizes the fact that data analysis can provide us with snapshot of what our students know, what they should know, and what we can do to meet their academic needs. The upward rise in our students' achievement levels indicates that we are making informed decisions that positively affect student outcomes.

From the first day we return from summer break until we leave again the next year, we are in a continuous state of assessment. After identifying and collecting relevant school improvement data, we analyze the data within a number of broad categories that include **demographic data** (race/ethnicity, gender, income level), **intra-school student data** (school attendance patterns, work completed, use of academic and social support services), **classroom assessment data** (classroom tests and observations, homework assessments, class projects, end-of-unit tests), **benchmarking data** (state tests, district-level

assessments), **outcome data** (teacher qualification/certification identifiers, EVAAS value-added data that demonstrates the impact particular teachers have on their students), and **resource allocation data** (instructional cost per students, academic support, extracurricular activities, and special programs expenditures).

Data analysis occurs across all levels of the school. We realize that teachers have the greatest impact on their students' success. Our teachers meet weekly within their grade level and Professional Learning Communities to engage in quality professional learning designed to ensure delivery of effective instruction for students. Before the meetings, they collect student data from several sources—responses to standardized tests, writing samples, projects, DIBELS, End of Quarter tests, beginning/middle/end of year data in all content areas, and STAR reading levels. During their meetings, they analyze, interpret, and use the data to adjust instruction and plan lessons accordingly. Many times, the data points to student misunderstandings of a skill or concept; this allows teachers to plan how to refine instruction for scaffolding or enriching student understanding. For the past two years, our instructional staff has seen a tremendous improvement in student achievement after being trained in how to utilize the results attained from common formative assessments. Our School Improvement Team, Leadership Team, monthly grade level with administration, and full staff meetings, as well as individual conferences with teachers are frequent venues for analyzing assessment results and for making important decisions that reflect these results. Annual goals, based solely on data collected and thoroughly analyzed, are established for our School Improvement Plan and shared with all stakeholders. Current goals targeted through our data analysis have resulted in our recruitment, training and pairing of parent volunteers with students needing additional tutoring and mentoring opportunities. Following up with these students, we have seen marked improvement in their academic achievement levels since the beginning of the school year.

Because we consider education to be a partnership with the student and his/her family, assessment results are shared on a regular and frequent basis. When conferencing with students and their parents, teachers use student data to inform them of the child's progress and to help them establish realistic and attainable goals for the future. Whitaker parents are kept well-informed as to the progress their child is making. At any given time, parents of our 3rd-5th graders have online access to their child's grades as an average as well as on individual class assignments. This enables them to follow up with the teacher if more information, advice or support is needed to help their child succeed

Overall school data is shared with parents and the school community in a variety of ways: via our school website; through School Improvement Team minutes; through the emailed Whitaker Weekly that goes to all parents; at PTA meetings; at parent orientation meetings; printed survey results; and the North Carolina School Report Card. With high parent involvement at Whitaker, we know it is important to gain input from all stakeholders and keep them informed during the decision making process. In the Whitaker community, data is a powerful tool to strengthen academic outcomes for all students. Stakeholders have taken great pride and ownership in the school—especially as they watched achievement levels rise and our school move up in state rankings from 49th to 5th within a five-year period.

3. Sharing Lessons Learned:

When a school historically leads the district in high student achievement, it becomes a model for other schools who are trying to attain equal levels of achievement. Within our district, such is the case with Whitaker. The same level of collegiality that takes place within our school is extended to others who contact us, wanting to know what we consider to be the contributing factors for our continued success. We take pride in our accomplishments and are always willing to share what we consider to be effective strategies. Because of this, Whitaker tends to be a favorite place for student teachers who are in the last semester of their educational degree program.

Sharing occurs in various formats, formal and informal. Comparative school data is shared across the district annually and at the end of each quarter. This allows other schools to see the rankings. Because of our continued success and high number of experienced teachers at Whitaker, our teachers, curriculum coordinator and administrators frequently find themselves sought out by their peers from other schools

whenever there is a gathering of educators. With Whitaker being the first school in our district to achieve 100% proficiency in math among all students, we were asked repeatedly to share what we were doing. Meetings of all kinds (ex. zone level, district, curriculum/testing coordinator, elementary principals, and joint principals meetings) provide a venue for sharing our successes and collaborating on ideas to bring back to our school. Just last week, we were invited to the district's televised school board meeting to celebrate our accomplishments. One of the highlights was our National Blue Ribbon School nomination.

With six major colleges/universities in our area, Whitaker teachers and administrators frequently are asked to share and even teach classes on what they find to be their most effective strategies (ex. hiring and recruiting teachers, teacher preparation, parent involvement, testing, scheduling for maximized instruction). We currently have three district-level trainers among our staff who provide trainings (math, social studies, and language arts) for other schools in the district. Other Whitaker teachers frequently are invited to share their knowledge during the development and implementation of new math or science curriculum, pacing guides, formative assessments. This year, all of the district's physical education specialists have come to Whitaker each quarter as our specialist has been presenting ways to address the new 21st century skills component on the new NC teacher evaluation instrument.

4. Engaging Families and Communities:

Before students enter Kindergarten, we promote our school and share information with the area pre-schools and daycare centers. Twice each year, families are invited to a Prospective Parent Coffee, hosted by our PTA. Administrators attend and answer questions about our school, registration, kindergarten screening, and the school choice process. It's the first chance PTA has to begin recruiting new parents to help with the school. Parents learn quickly that Whitaker is a school for the whole family.

On any given day, it's likely to find as many parents or grandparents at Whitaker as there are teachers. Our front lobby's busy with people coming, going and always lending some type of support to what's actually being taught in the classrooms. By the time students are kindergarten age, many are quite familiar with the school, its staff, and the students—because they've had several years of tagging alongside their parents or grandparents when they came to visit or help out at the school.

Whitaker's PTA has 100% faculty & staff membership and approximately 50-plus committees working independently and collectively under the umbrella of PTA as a whole. Encouraging individuals to tap into their own personal talents, strengths, hobbies, or special interests strongly contributes to the successful engagement of families and community. Whether it's fundraising, baking birthday cupcakes, working as a landscaper in our memorial gardens and outdoor classrooms, being a guest reader or working as office helpers, there's always room for volunteers. One parent recently was named district-wide PTA Volunteer of the Year, after two years of volunteering to teach Spanish classes to Kindergarten-Second Grade students. She often referred to the Spanish degree she had received long ago and never used until she saw a need at Whitaker. For several years, we've had two fathers, whose careers are in the field of science at Wake Forest University, meet with students after school once a week and sponsor our Science Club.

Whitaker families are willing to do "whatever it takes" to make all of our students successful (ex. providing new "Back to School" clothing or weekend backpacks filled with food items for some of our students; finding male mentors for boys without strong male role models; helping students with a Science Fair project; or the annual Angel Tree that sends gifts home for the holidays). We know that we can call on our families or business partners, and they will spring into action.

1. Curriculum:

Whitaker Elementary School teachers are committed to providing all students with an instructional program that meets the requirements of the North Carolina Standard Course of Study which outlines the curriculum standards that all students should know and be able to perform. As our school's mission states, "Whitaker offers a curriculum that is devoted to mastery of the academic fundamentals necessary for the development of each student's full potential. " In addition, Whitaker teachers provide our students with experiences that go beyond the minimum learning standards of the NCSCOS with the goal of developing the whole child.

Whitaker is very proud of its strong English language arts program. Classroom instruction is based on a balanced literacy approach. In addition, Whitaker students have experiences that enhance their reading instruction. To help our students develop strong foundational skills, our speech therapist visits each of our kindergarten classrooms weekly to provide additional phonemic awareness instruction. All of our fourth and fifth graders participate in the Modern Woodmen School Speech Contest. Students develop research skills and improve their writing skills as they prepare a three to five minute speech addressing a specific topic. Students then have an opportunity to develop the skills necessary to communicate effectively with an audience as they orally present their speeches. Some of our fifth graders participate in our local Battle of the Books to demonstrate their comprehension skills.

The math instructional program at Whitaker is very strong. The effectiveness of our program was demonstrated when 100% of our third, fourth, and fifth graders were proficient on the 2011 North Carolina End of Grade math assessment. Teachers provide our students with hands-on experiences to help them understand the content set forth in the NCSCOS. In order to extend beyond the basic curriculum, several teachers have parent volunteers work with students to challenge them with higher order math problems. A group of our fifth graders participate in the national Math24 competition.

As we prepare our students to be college and career ready in the 21st century, Whitaker teachers incorporate technology throughout the day. Technology experiences include document cameras, ActivBoards, ActivExpressions, a daily student-run live news broadcast, online research, laptop computers, and ActivSlates.

Hands-on and experiential learning is the key to our students' success in learning the science and social studies standards. Transportation Day gives our kindergarten and first grade students the opportunity to see and touch a wide variety of service and recreational vehicles. Students have multiple opportunities to hear speakers and go on field trips to enrich the curriculum.

In addition to the NCSCOS skills taught by our physical education and music teacher, Whitaker students are offered unique experiences throughout the year. Fourth and fifth graders have a chance to participate on our Wheel Power Team. Wheel Power members are taught to ride unicycles and use stilts. The students quickly learn the importance of practice to master their skills and then have the opportunity to perform at local university and high school basketball games, parades, and local business celebrations. Under the coaching skills of our principal, we also have a jump rope demonstration team. Our SOAR program combines the knowledge of simple machines and team building skills. Our fourth and fifth graders work together to both build and race 4-wheeled cars and sleds in our annual Derby Day.

The strong instructional program of the required curriculum, combined with the opportunities for enrichment and extension, provide our students with a firm academic foundation. Whitaker students are very well prepared in all curriculum areas when they move on to middle school.

2. Reading/English:

Whitaker's reading curriculum is guided by the North Carolina Standard Course of Study. The daily instructional program is based on a balanced literacy framework. Daily instruction includes teacher directed reading, small flexible groups, teacher read aloud, self-selected reading, and word study. During teacher directed reading, students receive explicit instruction of comprehension and decoding strategies using grade level text. Teachers use texts at the students' instructional levels to provide reinforcement and acceleration to their students during small flexible groups. Students are exposed to above grade level text during teacher read aloud when teachers model comprehension strategies and fluency for their students. Students have an opportunity to read text at their independent level during self-selected reading.

Whitaker's teachers know that, in order for our students to be successful readers, they need to have a firm understanding of foundational skills. We have implemented the green band of the Imagine It program in our kindergarten classes to build strong phonics skills. Our speech therapist makes weekly visits to each kindergarten classroom to reinforce phonemic awareness skills. Reviewing data from DIBELS assessments guides our teachers in planning lessons to meet their students' needs. Upper grade teachers incorporate word study of Latin roots in their daily instruction.

Through our Professional Learning Communities (PLCs), our teachers engage in constructive conversations to identify areas that need both remediation and acceleration. Teachers review data from daily, quarterly, and end of year reading assessments to determine the specific needs of their students. In order to provide additional one-on-one and small group support to our third, fourth, and fifth grade students, we have utilized the services of the teacher assistants and half-time certified teachers assigned to our K-2 classrooms. These individuals work closely with the classroom teachers to plan lessons to reteach and reinforce identified skills. In addition, we have established a Whitaker Tutoring Program, through which parents and other community individuals work one-on-one with specific students. Several community volunteers use Orton-Gillingham strategies when working with specific students.

Enrichment opportunities are available for our students. Gender-based lunch time reading clubs guided by our Curriculum Coordinator and a female parent provide opportunities for some of our third grade students to read and discuss various texts. Some of our fifth graders meet weekly with our Media Coordinator to participate in our district's Battle of the Books program. Students read a wide variety of books and compete against students in other schools to answer comprehension questions.

3. Mathematics:

Whitaker's mathematics curriculum is guided by the North Carolina Standard Course of Study (NCSCOS). In order to prepare our students for the implementation of the Common Core Standards during the 2012-2013 school year, our staff has identified skills that our students will need in order to be successful. These skills are being integrated with lessons aligned with the NCSCOS. In addition to the joint usage program of Envision Math and Investigations, teachers develop instructional activities to meet this goal. Our teachers utilize a wide variety of resources including Learning Village, our district's online website for supplemental materials.

Through Professional Learning Communities (PLCs), Whitaker's educators routinely review data from common formative assessments to identify and address areas needing both acceleration and remediation. Using this data, they plan differentiated instruction that enhances student understanding of mathematical concepts. Instructional methods include, but are not limited to, modified class assignments and/ or homework, problem and project based learning, problem of the day, cooperative groups, learning stations, math journals and anchor charts.

In addition to daily instruction by classroom teachers, we provide enrichment and support to our students, based upon individual needs. This includes one-on-one and small group tutoring (before, during and after school) by paraprofessionals, teachers, parents, community volunteers, and local high school

students. Opportunities for challenging our high achieving students include participation in Math Olympiad, Math 24, and Superstar Math. In grades 3-5, students identified as Academically and Intellectually Gifted are provided with above grade level instruction.

In an effort to prepare globally competitive students, teachers implement a variety of instructional techniques. We continue to cultivate each student's learning and knowledge through the integration of technology by the routine use of ActiveBoards, ActivSlates, ActivExpressions, and Active Votes. The students at Whitaker participate in real world mathematical activities that connect them globally. Through E-pals and Skype, some of our students interact with other students on concepts such as measurement and temperature.

We are fortunate to have skilled professionals that exhibit mastery of incorporating a variety of instructional methods that enhance student understanding of mathematical concepts. These instructional methods have allowed us to create a solid foundation of mathematical understanding from the very youngest of students to the oldest. We have seen a steady increase of math proficiency on our state end of grade assessment during the past 5 years--with 100% of our students being proficient in math during the 2010-2011 school year.

4. Additional Curriculum Area:

Although Whitaker is widely recognized within our district for its high academic achievement in reading, math and science, there probably is no other additional curriculum content area that is embraced by our stakeholders and contributes to the school mission and overall success of our students than the area of healthful living. Our students, staff, families and surrounding community recognize the fact that health and success are interrelated. It is widely accepted that Whitaker cannot achieve its primary mission of education if students and staff alike are not physically, mentally and socially healthy and fit.

The Healthful Living Standard Course of Study is a combination of two content areas—health education and physical education. At Whitaker, we share the responsibility of educating, demonstrating and practicing healthy living skills. During the school day, the physical education specialist provides weekly instruction with all students, while classroom teachers take her lead and extend structured physical activities to the daily recess period. After school, staff members sponsor a variety of extracurricular clubs focused on maintaining a healthy lifestyle (ex. P.E. Club, Unicycle Team, Jump Rope Demonstration Team, Girls on the Run). Every year, our Trailblazers Club plans and organizes a week-long “Fitness for Charities” campaign for the school. Boys and girls are encouraged to “give up” their recess time in order to challenge themselves on fitness obstacle courses and raise money for various charitable organizations at the same time. Needless to say, 100% of our students are willing participants in this fun event. Our Derby Day, held every spring, is the culminating cooperative learning activity of our 4th and 5th graders integrating their science and physical education units of study. The rest of the school gets to watch the races. At the end of each school year, all 607 students participate in the annual P.E. Performance, an afternoon devoted to showing off their newly acquired skills and athletic talents.

Our community is extremely supportive of our focus on raising healthy children. The PTA is committed to utilizing their time and resources to hosting events or providing other opportunities that promote health and wellness (ex. Whitaker Fun Run, Race for the Cure, Walk to School Days, Skate Nights, Family Fun Nights). Long after the school day ends, parents within this community continue the work of the school by practicing those healthy living skills at home.

5. Instructional Methods:

At Whitaker, we differentiate each child's experience including his/her experiences both in the classroom and outside the classroom. We offer a variety of instructional methods that include the maximization of our human resources, varied content based on student need, and technology.

Within our classrooms, differentiation is delivered in a variety of ways. We maximize our human resources from the K-2 levels (teacher assistants and primary reading teachers) to support our classrooms in the 3-5 levels. Our teacher assistants and PRTs offer individualized and small group activities that focus on our students who need to achieve both growth and proficiency. Additionally, within the classroom setting, students are provided with opportunities for reading, according to their reading levels, through small flexible groups and also through our Accelerated Reader program. Reading instruction at all levels addresses the needs of each student, whether they are above grade level, on grade level or below grade level. During lessons and collaborative planning, teachers are constantly monitoring and adjusting their instruction to accommodate the needs of the learners in their classrooms.

Our math instruction is supported by a technology-rich curriculum that provides opportunities to differentiate instruction using games, manipulatives, and web-based activities to scaffold learning for students below grade level and enrich those students who are above grade level. In addition, our fourth and fifth grade classrooms are outfitted with ActivBoards. Teacher-made and commercially made ActivBoard lessons enhance our math instructional program. Our teachers create flexible groups in math instruction to increase each child's proficiency.

Outside of the classroom, we offer opportunities for our students to continue learning. Many of our students take advantage of after school tutoring throughout the year to prepare them for their End of Grade Tests and daily studies. Our tutoring program gives each student more individualized attention to focus on his/her needs.

To enhance our students' experience at Whitaker, we offer several academic, philanthropic and team-building clubs. Academically, we offer our Book Munchers Club, science club, art club, drama club, chorus, and PE clubs. These clubs build on our curriculum to enhance student learning and to cultivate a love for learning. Our Trailblazers and Student Council allow our students to give back to the community, in many cases, give back to the community right here within our school. Finally, all of our clubs cultivate a "team-building" culture which supports the small-group and project-based instruction that goes on each day in our classrooms.

6. Professional Development:

The staff of Whitaker Elementary School is committed to the value of quality professional development on helping our students meet their highest potential. Our teachers are actively involved in school and district professional development opportunities as both participants and trainers. In addition, all teachers develop their own individualized professional development plan, which is reviewed and supported by administration. Knowledge gained enables our teachers to incorporate new strategies and techniques into their lessons to make their instruction more effective.

Mastery of foundational skills in reading is essential for students to become proficient readers. All of our K-2 teachers have been trained on the effective use of the Fountas and Pinnel phonics program. In addition, individual teachers have attended training sessions with Debbie Diller on setting up effective literacy work stations linked to the curriculum. This year our kindergarten teachers attended intensive training on teaching the green strand (phonics/word study) of the Imagine it program. All of our K-2 teachers have been trained on administering and interpreting DIBELS to measure our student's acquisition of early literacy skills.

In order to provide all students with the strategies and skills necessary to master grade level math objectives, our teachers have participated in ongoing training in implementation of the Investigations in Number, Data and Space program. In addition, teachers received extensive training in the NSF Partners in Math program.

This year our staff has participated in both district and school level trainings to gain a solid understanding of the Common Core State Standards in English/Language Arts and Mathematics and the North Carolina Essential Standards in science and social studies. Three of our staff members served as district trainers in

the areas of English/Language Arts, Mathematics, and Social Studies. After attending 18 hours of district-wide staff development in one curriculum area, each of our fulltime teachers provided 10 hours of training to other teachers on their grade level at Whitaker.

Whitaker teachers are very aware of the impact that technology has on the instructional program in the 21st century. In order to meet these demands, our staff has been involved in numerous technology trainings including ActivBoards, ActiVotes, webpages, document cameras, podcasts, Glogster, and Edmodo.

The impact of our ongoing staff development is demonstrated by the growth our students have shown on state and local math and reading assessments. By using the knowledge gained, our teachers have provided our students with a stronger instructional program.

7. School Leadership:

With 73% of our teachers having over 10 years teaching experience, 51% of them with advanced degrees, and 13 National Board Certified teachers, Whitaker's staff is comprised of numerous teacher leaders in their own right. Utilizing their strengths and developing those of less experienced teachers have been a strong commitment of the current principal since coming to Whitaker five years ago. Knowing each of the staff and their talents, strengths, and special interests (both career and personal), enables our principal to empower them to seek opportunities to further expand their leadership roles. The principal genuinely believes it's her responsibility to help other educators reach their goals and their own leadership potential. That may mean providing the funding for them to attend a state reading, math or technology conference and then having them return to share with colleagues at a staff meeting. Other times, she may recommend them to serve as grade chair, supervising teacher for student interns, district trainer, or mentor for another teacher, or perhaps develop curriculum on district-level committees.

Our principal believes in developing leaders among all stakeholders. Through Student Council, Reading Buddies, Safety Patrols, Peer Tutors, or working on the morning news show, Whitaker students learn at an early age they have what it takes to become leaders of tomorrow. Recognized within our district for having high parent involvement, so much of what is accomplished for and by our students at Whitaker comes as a result of the leadership skills demonstrated by them as individuals and as a collective group. By keeping stakeholders informed, involved and providing their input, Whitaker continues to be a school of which the community is extremely proud.

The School Leadership Team is comprised of our School Improvement Team chairperson, school counselor, curriculum coordinator, and two administrators. Although many decisions are made for schools at the state and district levels, our administration believes in shared-decision making. That's evidenced in how staff and teacher input are sought before final decisions are made (ex. School Improvement Plan, theme budgets, professional development plans, master calendars and schedules, resources). Even as we've faced the past four years with extreme budget cuts, the staff collectively has brainstormed before finally deciding how and where cuts should take place. Every step of the way, decisions were weighed and made with one thing in mind—the effect that decision would have on our students and the overall achievement within our school.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: NC End of Grade

Edition/Publication Year: Edition 3 Publisher: North Carolina Department of Public Instruction

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | May | May | May | May | May |
| SCHOOL SCORES | | | | | |
| Level III and IV | 100 | 98 | 94 | 92 | 93 |
| Level IV | 65 | 62 | 51 | 54 | 52 |
| Number of students tested | 82 | 105 | 93 | 81 | 74 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 1 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 1 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Level III and IV | | 88 | 69 | 80 | |
| Level IV | | 38 | 23 | 40 | |
| Number of students tested | 6 | 16 | 13 | 10 | 9 |
| 2. African American Students | | | | | |
| Level III and IV | | 82 | | | |
| Level IV | | 27 | | | |
| Number of students tested | 4 | 11 | 9 | 3 | 8 |
| 3. Hispanic or Latino Students | | | | | |
| Level III and IV | | | | | |
| Level IV | | | | | |
| Number of students tested | 1 | 1 | 1 | 0 | 0 |
| 4. Special Education Students | | | | | |
| Level III and IV | | 93 | | 70 | 50 |
| Level IV | | 29 | | 10 | 10 |
| Number of students tested | 8 | 14 | 7 | 10 | 10 |
| 5. English Language Learner Students | | | | | |
| Level III and IV | | | | | |
| Level IV | | | | | |
| Number of students tested | 1 | 0 | 2 | 0 | 0 |
| 6. Multiracial | | | | | |
| Level III and IV | | | | | |
| Level IV | | | | | |
| Number of students tested | 2 | 3 | 3 | 0 | 2 |
| NOTES: | | | | | |

12NC6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: NC End of Grade

Edition/Publication Year: Edition 3 Publisher: North Carolina Department of Public Instruction

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | May | May | May | May | May |
| SCHOOL SCORES | | | | | |
| Level III and IV | 93 | 94 | 88 | 91 | 93 |
| Level IV | 55 | 49 | 45 | 44 | 38 |
| Number of students tested | 82 | 104 | 93 | 81 | 74 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 1 | 1 | 1 | 3 |
| Percent of students alternatively assessed | 0 | 1 | 1 | 1 | 3 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Level III and IV | | 81 | 26 | | |
| Level IV | | 38 | 23 | | |
| Number of students tested | 6 | 16 | 13 | 9 | 9 |
| 2. African American Students | | | | | |
| Level III and IV | | 91 | | | |
| Level IV | | 18 | | | |
| Number of students tested | 4 | 11 | 9 | 0 | 8 |
| 3. Hispanic or Latino Students | | | | | |
| Level III and IV | 0 | | | | |
| Level IV | 0 | | | | |
| Number of students tested | 1 | 1 | 1 | 0 | 0 |
| 4. Special Education Students | | | | | |
| Level III and IV | | 85 | | | 70 |
| Level IV | | 31 | | | 20 |
| Number of students tested | 8 | 13 | 7 | 9 | 10 |
| 5. English Language Learner Students | | | | | |
| Level III and IV | | | | | |
| Level IV | | | | | |
| Number of students tested | 1 | 0 | 2 | 0 | 0 |
| 6. Multiracial | | | | | |
| Level III and IV | | | | | |
| Level IV | | | | | |
| Number of students tested | 2 | 3 | 3 | 0 | 2 |
| NOTES: | | | | | |

12NC6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: NC End of Grade

Edition/Publication Year: Edition 3 Publisher: North Carolina Department of Public Instruction

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | May | May | May | May | May |
| SCHOOL SCORES | | | | | |
| Level III and IV | 100 | 96 | 98 | 97 | 85 |
| Level IV | 74 | 70 | 57 | 70 | 68 |
| Number of students tested | 112 | 93 | 85 | 59 | 88 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 1 | 0 | 1 | 1 | 2 |
| Percent of students alternatively assessed | 1 | 0 | 1 | 1 | 2 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Level III and IV | 100 | | 91 | | 44 |
| Level IV | 50 | | 36 | | 17 |
| Number of students tested | 16 | 9 | 11 | 7 | 18 |
| 2. African American Students | | | | | |
| Level III and IV | 100 | | | | 50 |
| Level IV | 20 | | | | 25 |
| Number of students tested | 10 | 7 | 5 | 7 | 12 |
| 3. Hispanic or Latino Students | | | | | |
| Level III and IV | | | | | |
| Level IV | | | | | |
| Number of students tested | 6 | 1 | 1 | 1 | 0 |
| 4. Special Education Students | | | | | |
| Level III and IV | 100 | | 100 | | 50 |
| Level IV | 40 | | 50 | | 25 |
| Number of students tested | 10 | 5 | 12 | 6 | 12 |
| 5. English Language Learner Students | | | | | |
| Level III and IV | | | | | |
| Level IV | | | | | |
| Number of students tested | 0 | 1 | 0 | 1 | 0 |
| 6. Multiracial | | | | | |
| Level III and IV | | | | | |
| Level IV | | | | | |
| Number of students tested | 4 | 3 | 0 | 0 | 4 |
| NOTES: | | | | | |

12NC6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: NC End of Grade

Edition/Publication Year: Edition 3 Publisher: North Carolina Department of Public Instruction

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | May | May | May | May | May |
| SCHOOL SCORES | | | | | |
| Level III and IV | 96 | 95 | 95 | 93 | 92 |
| Level IV | 54 | 66 | 46 | 55 | 52 |
| Number of students tested | 112 | 93 | 85 | 58 | 88 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 1 | 0 | 1 | 0 | 2 |
| Percent of students alternatively assessed | 1 | 0 | 1 | 0 | 2 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Level III and IV | 88 | | 91 | | 61 |
| Level IV | 44 | | 18 | | 10 |
| Number of students tested | 16 | 9 | 11 | 7 | 18 |
| 2. African American Students | | | | | |
| Level III and IV | 80 | | | | 67 |
| Level IV | 10 | | | | 15 |
| Number of students tested | 10 | 7 | 5 | 7 | 12 |
| 3. Hispanic or Latino Students | | | | | |
| Level III and IV | | | | | |
| Level IV | | | | | |
| Number of students tested | 6 | 1 | 1 | 1 | 0 |
| 4. Special Education Students | | | | | |
| Level III and IV | 100 | | 83 | | 50 |
| Level IV | 30 | | 33 | | 17 |
| Number of students tested | 10 | 5 | 12 | 5 | 12 |
| 5. English Language Learner Students | | | | | |
| Level III and IV | | | | | |
| Level IV | | | | | |
| Number of students tested | 0 | 1 | 0 | 1 | 0 |
| 6. Multiracial | | | | | |
| Level III and IV | | | | | |
| Level IV | | | | | |
| Number of students tested | 4 | 3 | 0 | 0 | 4 |
| NOTES: | | | | | |

12NC6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: NC End of Grade

Edition/Publication Year: Edition 3 Publisher: North Carolina Department of Public Instruction

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | May | May | May | May | May |
| SCHOOL SCORES | | | | | |
| Level III and IV | 100 | 100 | 97 | 86 | 75 |
| Level IV | 79 | 60 | 58 | 45 | 42 |
| Number of students tested | 91 | 88 | 59 | 83 | 48 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 1 | 2 | 2 | 1 |
| Percent of students alternatively assessed | 0 | 1 | 2 | 2 | 1 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Level III and IV | | 100 | | 50 | 18 |
| Level IV | | 39 | | 19 | |
| Number of students tested | 9 | 13 | 8 | 16 | 11 |
| 2. African American Students | | | | | |
| Level III and IV | | | | 50 | |
| Level IV | | | | 25 | |
| Number of students tested | 4 | 7 | 9 | 12 | 7 |
| 3. Hispanic or Latino Students | | | | | |
| Level III and IV | | | | | |
| Level IV | | | | | |
| Number of students tested | 4 | 1 | 0 | 2 | 0 |
| 4. Special Education Students | | | | | |
| Level III and IV | | | | | 27 |
| Level IV | | | | | |
| Number of students tested | 4 | 9 | 6 | 8 | 11 |
| 5. English Language Learner Students | | | | | |
| Level III and IV | | | | | |
| Level IV | | | | | |
| Number of students tested | 0 | 0 | 0 | 0 | 2 |
| 6. Multiracial | | | | | |
| Level III and IV | | | | | |
| Level IV | | | | | |
| Number of students tested | 3 | 0 | 0 | 5 | 3 |
| NOTES: | | | | | |

12NC6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: NC End of Grade

Edition/Publication Year: Edition 3 Publisher: North Carolina Department of Public Instruction

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | May | May | May | May | May |
| SCHOOL SCORES | | | | | |
| Level III and IV | 98 | 96 | 93 | 84 | 91 |
| Level IV | 46 | 34 | 22 | 37 | 33 |
| Number of students tested | 91 | 88 | 59 | 83 | 44 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 1 | 2 | 0 | 4 |
| Percent of students alternatively assessed | 0 | 1 | 2 | 0 | 4 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Level III and IV | | 85 | | 63 | |
| Level IV | | 8 | | 19 | |
| Number of students tested | 9 | 13 | 8 | 16 | 8 |
| 2. African American Students | | | | | |
| Level III and IV | | | | 58 | |
| Level IV | | | | 8 | |
| Number of students tested | 4 | 7 | 9 | 12 | 5 |
| 3. Hispanic or Latino Students | | | | | |
| Level III and IV | | | | | |
| Level IV | | | | | |
| Number of students tested | 4 | 1 | 0 | 2 | 0 |
| 4. Special Education Students | | | | | |
| Level III and IV | | | | | |
| Level IV | | | | | |
| Number of students tested | 4 | 9 | 6 | 8 | 7 |
| 5. English Language Learner Students | | | | | |
| Level III and IV | | | | | |
| Level IV | | | | | |
| Number of students tested | 0 | 0 | 0 | 0 | 2 |
| 6. Multiracial | | | | | |
| Level III and IV | | | | | |
| Level IV | | | | | |
| Number of students tested | 3 | 0 | 0 | 5 | 3 |
| NOTES: | | | | | |

12NC6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | | | | | |
| SCHOOL SCORES | | | | | |
| Level III and IV | 100 | 97 | 96 | 91 | 85 |
| Level IV | 73 | 63 | 54 | 54 | 56 |
| Number of students tested | 285 | 286 | 237 | 223 | 210 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 1 | 1 | 4 | 3 | 3 |
| Percent of students alternatively assessed | 0 | 0 | 1 | 1 | 1 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Level III and IV | 100 | 89 | 81 | 69 | 44 |
| Level IV | 48 | 34 | 31 | 24 | 16 |
| Number of students tested | 31 | 38 | 32 | 33 | 38 |
| 2. African American Students | | | | | |
| Level III and IV | 100 | 83 | 47 | 63 | 48 |
| Level IV | 16 | 23 | 17 | 18 | 11 |
| Number of students tested | 18 | 25 | 23 | 22 | 27 |
| 3. Hispanic or Latino Students | | | | | |
| Level III and IV | 100 | | | | 0 |
| Level IV | 45 | | | | 0 |
| Number of students tested | 11 | 3 | 2 | 3 | 0 |
| 4. Special Education Students | | | | | |
| Level III and IV | 100 | 92 | 92 | 62 | 42 |
| Level IV | 32 | 35 | 35 | 8 | 12 |
| Number of students tested | 22 | 28 | 25 | 24 | 33 |
| 5. English Language Learner Students | | | | | |
| Level III and IV | | | | | |
| Level IV | | | | | |
| Number of students tested | 1 | 1 | 2 | 1 | 2 |
| 6. | | | | | |
| Level III and IV | | | | | |
| Level IV | | | | | |
| Number of students tested | 9 | 6 | 3 | 5 | 9 |
| NOTES: | | | | | |

12NC6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Weighted Average

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | | | | | |
| SCHOOL SCORES | | | | | |
| Level III and IV | 95 | 94 | 91 | 88 | 92 |
| Level IV | 51 | 49 | 39 | 44 | 42 |
| Number of students tested | 285 | 285 | 237 | 222 | 206 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 1 | 2 | 4 | 1 | 9 |
| Percent of students alternatively assessed | 0 | 0 | 1 | 0 | 3 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Level III and IV | 84 | 79 | 63 | 68 | 60 |
| Level IV | 26 | 23 | 18 | 18 | 17 |
| Number of students tested | 31 | 38 | 32 | 32 | 35 |
| 2. African American Students | | | | | |
| Level III and IV | 77 | 79 | 65 | 73 | 60 |
| Level IV | 5 | 11 | 0 | 10 | 16 |
| Number of students tested | 18 | 25 | 23 | 19 | 25 |
| 3. Hispanic or Latino Students | | | | | |
| Level III and IV | 90 | | | | 0 |
| Level IV | 27 | | | | 0 |
| Number of students tested | 11 | 3 | 2 | 3 | 0 |
| 4. Special Education Students | | | | | |
| Level III and IV | 91 | 81 | 79 | 55 | 58 |
| Level IV | 22 | 29 | 19 | 4 | 13 |
| Number of students tested | 22 | 27 | 25 | 22 | 29 |
| 5. English Language Learner Students | | | | | |
| Level III and IV | | | | | |
| Level IV | | | | | |
| Number of students tested | 1 | 1 | 2 | 1 | 2 |
| 6. | | | | | |
| Level III and IV | | | | | |
| Level IV | | | | | |
| Number of students tested | 9 | 6 | 3 | 5 | 9 |
| NOTES: | | | | | |

12NC6